

2002

# USD President's Report 2002

University of San Diego

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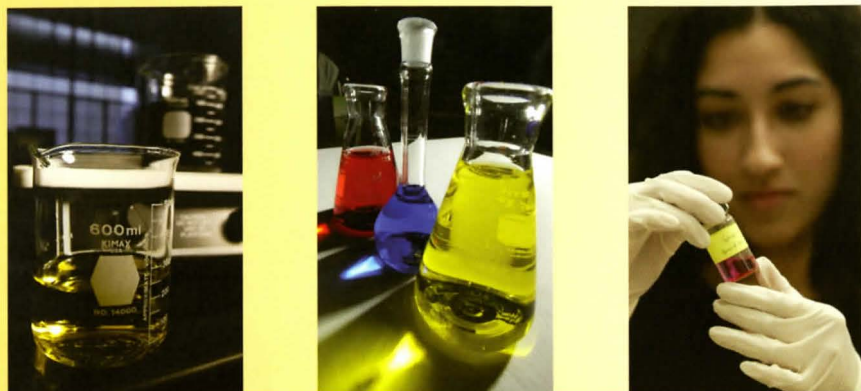
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UNIVERSITY OF SAN DIEGO 2002 PRESIDENT'S REPORT

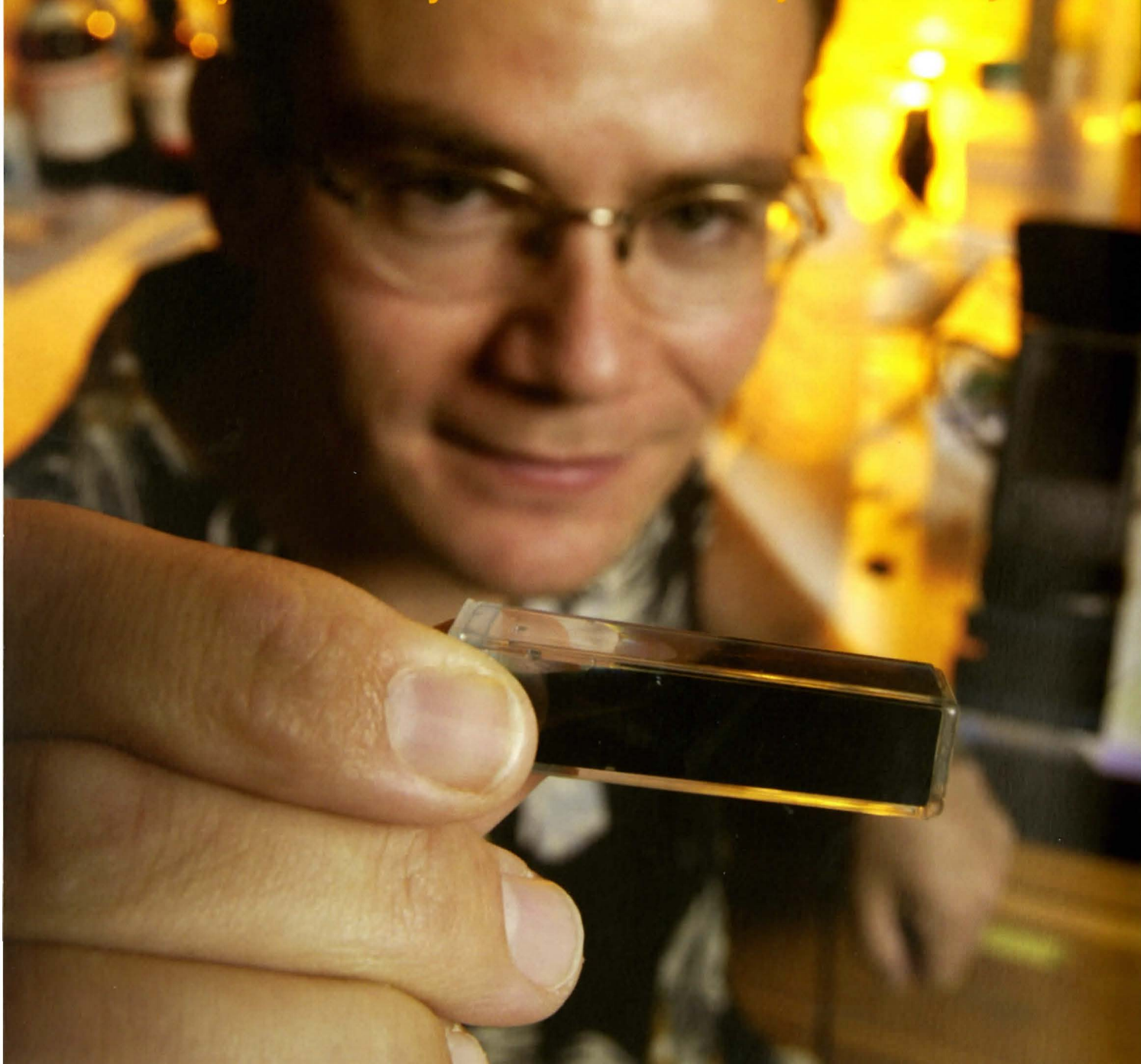
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# JOURNEYS OF DISCOVERY: Science at USD



## JOURNEYS OF DISCOVERY

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Front Cover: Kathy Reed '02 (left), who works at San Diego's Nereus Pharmaceuticals, and biology Professor Lisa Baird examine a culture of bacteria that could be used to control plant diseases.



# Dear Friends, University visitors and freeway drivers passing near campus have noticed a new academic building rising on the western

hillside. This building, the Donald P. Shiley Center for Science and Technology, is nearing completion and will be open next fall. Faculty in the departments of biology, chemistry, physics, and marine and environmental studies are eagerly anticipating their new facilities. Several hundred science majors will spend a great deal of their academic time in the building, and each year more than a thousand students will use the center's classrooms, laboratories and research areas as part of their general education.

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Facing Page: Senior Mia Barnett involves President Hayes in an examination of plant DNA. From Left: Hayes consults with science center project manager Michael Conroy; cactus and other plant species will be studied in the new greenhouse; one budding scientist who will work in the center's labs.

*"USD science graduates have myriad career opportunities. Many choose to become teachers and share their excitement and love of science with the next generation of scientists. They also take jobs in science and technology companies."*

— Alice B. Hayes

In this President's Report, I am pleased to share with you some of the activities of our science faculty, students and alumni. Their work will be greatly enhanced by the technology available in the new building. We will have twice as many laboratories for teaching and research, and more room for students to work with faculty advisers on undergraduate research projects.

The building's state-of-the-art equipment includes an electron microscopy lab, nuclear magnetic resonance spectrometers, a hydrodynamics lab, geographic information systems, a laser lab, a molecular modeling lab and many other exceptional resources for teaching science and conducting investigations. Aquaria, an astronomy deck, a greenhouse and other facilities will provide a wonderful learning environment. Students also will continue to be actively involved in field work, using university collections and library resources to support analysis of their ecological findings.

USD science graduates have myriad career opportunities. Many choose to become teachers and share their excitement and love of science with the next generation of scientists. They also take jobs in science and technology companies, and there is great interest in USD interns and graduates among the growing number of biotechnology companies in the San Diego region.

Although USD does not offer a doctor of medicine or a science doctorate, our graduates frequently pursue advanced degrees at other universities and go on to become physicians and scientists. In fact, the National Research Council

lists USD as one of the top colleges in the country for graduating students who complete science doctorates within six years of earning their undergraduate degrees.

The new Center for Science and Technology is named for noted scientist Donald P. Shiley, who conducted pioneering work on the artificial heart valve and made many aerospace science discoveries. In giving the university their generous gift of support for the center, Donald and his wife, Darlene, a USD trustee, spoke not only of their support for science programs, but also of the importance of the values and ethics taught by the university. I hope you will join me in expressing our gratitude to the Shiley family and all the individuals, foundations and corporations who are making this beautiful building possible.

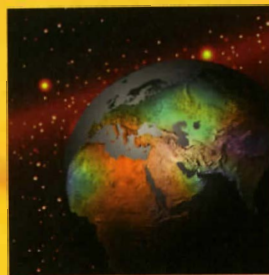
I have notified our board of trustees that I would like to retire in June, and soon you will hear reports of the search committee for my successor. I would like to take this opportunity to thank all of you for the support you have given me over the years, and tell you how much I have enjoyed leading the outstanding community of USD. It has been a privilege to be your president.

Sincerely,

*Alice B. Hayes*

Alice B. Hayes  
President





#### Geographic Information System (GIS) Laboratory

The ultimate collaborative tool, the GIS gear will be employed by science students to plot ecosystems and layer their components, showing where they overlap and how they affect each other. But the system easily can be used by political science professors mapping political or socio-economic changes, business students tracking supply routes or urban studies students analyzing the impact of construction and roads.



#### Nuclear Magnetic Resonance Spectrometer

A key component to every biotech company in the therapeutics field, researchers use this powerful tool in the design and synthesis of chemical compounds as potential new drugs. It reveals the structure and purity of organic molecules, proteins and nucleic acids, and can follow the progress of chemical reactions.



#### High-Performance Liquid Chromatograph

Students who go on to work in biotechnology companies will use equipment identical to this machinery, which allows researchers to separate, identify and quantify molecules.



#### Laser Particle Sorter

This instrument analyzes particles suspended in sea water, and will be used to examine sediments collected from nearby sites such as Mission Bay and San Diego Bay, and far-flung areas like the Salton Sea and Deception Island, Antarctica.



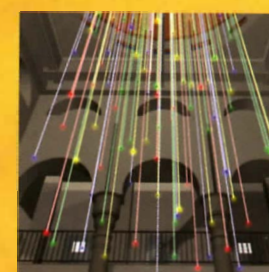
#### Plant Gardens/Strata Plaza

Using the science center gardens, professors can take students on a field trip just outside the door. A prehistoric garden will showcase plant evolution, while native landscaping will provide an observatory to study relationships among plants, animals and insects. The Strata Plaza, which illustrates local geology using concrete and natural materials, will act as a geology guide and a primer on the region's rocks.



#### Modular Laboratories

Flexibility is key to the science center's labs, designed in a modular format that allows for easy reconfiguration to accommodate new activities, program changes and technical advances.



#### Interactive Art Exhibit

The building features science in Sensurround — the atrium will house an interactive public art project titled "The Experiment," designed by USD art Professor David Smith. Through motion detectors, cameras and LCD touch-screen displays, visitors will see information about the four science areas housed in the building — biology, chemistry, physics, and marine and environmental studies.



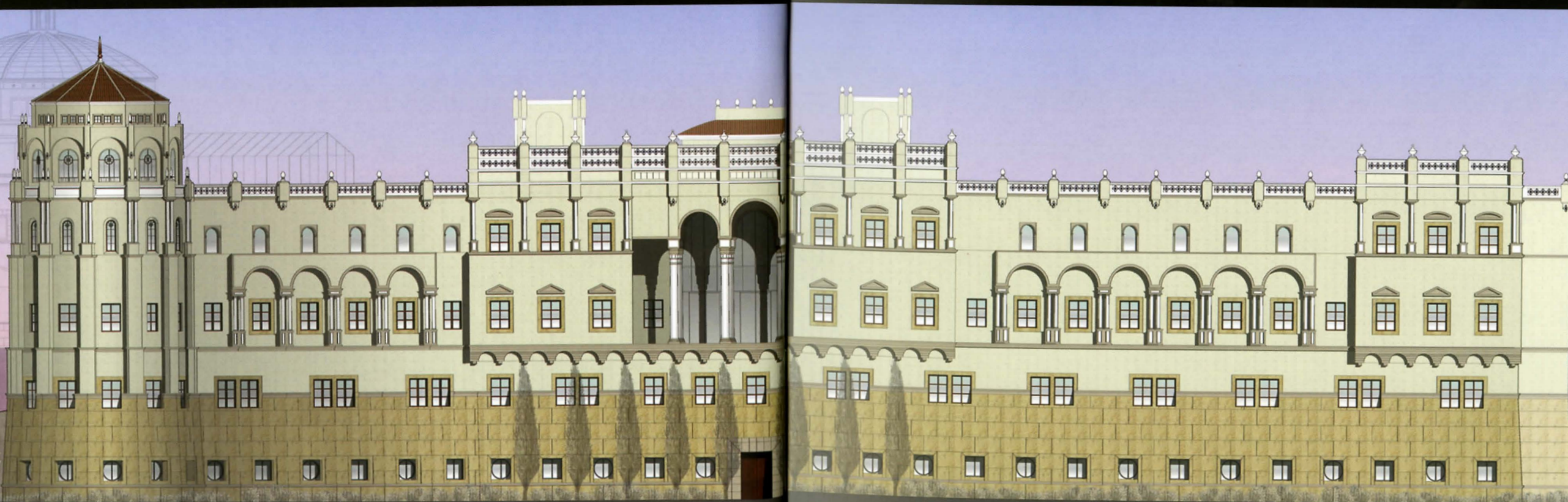
#### Electron Microscopy Laboratory

Biology students can get up close and personal, at the subcellular level, using a transmission electron microscope (shown here) to peer inside cells and see changes in structure and growth. A scanning electron microscope will be used to examine and photograph exterior surfaces of biological and geological specimens.

### The Donald P. Shiley Center for Science and Technology: *Tools of Discovery*

On the pages that follow, you'll meet some of USD's scientific pioneers, who are leading the way to knowledge, truth and a better world. Such work is not easy. Scientific innovation and discovery require not just a sharp mind and a passion for learning, but also the proper instruments. As USD science professors outfit the

laboratories and classrooms in the Donald P. Shiley Center for Science and Technology, they're emphasizing opportunities for students to operate advanced scientific instruments, engage in hands-on lab experiments and conduct research, both independently and alongside faculty. Shown above are some of the high-tech tools USD science students and professors will have at their disposal when the science center opens.





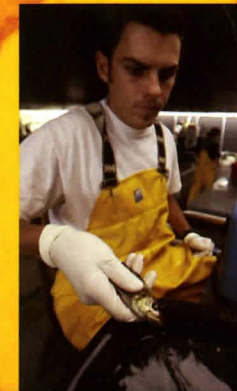




**D**id you ever wonder about the journey taken by the fish that's sitting on your dinner plate? It may be a more interesting trip than you'd think. If you're eating a piece of white sea bass,

that tasty filet may have enjoyed an infancy during which it was almost as well cared for as a child. Its adolescence might have been one of careful nurturing, guarded development and even hearty exercise, all under the watchful eyes of caring guardians. And your fish at one time may have passed through the hands of Gabriel Buhr, a marine science graduate student and the grow-out facilities coordinator for the Ocean Resources Enhancement and Hatchery Program at San Diego's Hubbs-SeaWorld Research Institute. Which is a long, fancy way of saying that he's sort of a foster parent for fish.

Field Work Graduate Field Work Graduate Field Work  
 Graduate Field Work **A New Link for the Food Chain** Graduate  
 Field Work Graduate Field Work Graduate Field Work



Facing Page: Graduate student Gabriel Buhr checks the progress of young white sea bass. From Left: Buhr tags a fish for tracking purposes; a pair of white sea bass ready for release; graduate student Anita Cepuritis analyzes sea bass blood proteins that might spur muscle development.

*"There are a lot of implications for hatcheries in Gabe's work. A large-scale approach to this idea would make a huge difference in the number of fish that can be released, and increase the potential to grow fish directly for the consumer market."*

— Sue Lowery, associate professor of biology

More than 100,000 fish, in fact. That's how many white sea bass Buhr in the past year helped breed, hatch, grow, tag, release and track in a unique effort to replenish the ocean's increasingly depleted resources. The Hubbs hatchery eventually will release 300,000 fish a year, but the program is contributing much more than its sea bass.

"We're a model for marine stock enhancement programs worldwide, because we're backing up what we do with science," says Buhr, who explains that the hatchery, which opened in 1995 and is funded by fishing license fees, selected white sea bass because it's a local species, it adapts well to captivity and the population is severely depleted. "Most hatcheries just grow fish and mass release them into the ocean, not knowing what happens to them. We're trying to justify what we do, and to see if it is making a difference."

To that end, the hatchery tags every fish it releases — a minuscule, coded wire in the cheek provides a unique identifier — and works with commercial and sport fishermen to reclaim the tags when the fish are caught. One encouraging result came when a 16-pound adult fish was hauled from the ocean more than seven years after its release from the facility, showing that the hatchery fish can thrive in the wild.

The science doesn't stop at tracking. For his master's thesis, Buhr analyzed the potential to accelerate the growth of the fish, allowing them to be released earlier and with a better chance to survive. He constructed a raceway — a makeshift liquid treadmill with water constantly flowing from one end — and studied whether the exercise conditioning made a difference. The results were astounding.

"After 30 days, the fish had doubled in weight and were 30 percent longer," Buhr says. "Unlike

mammals, fish can grow new muscle tissue, the part you eat. So they weren't just healthier and stronger, they had increased commercial value."

Such studies have been done on fast-swimming river fish, such as trout, but Buhr's experiment was the first to use moderately active species of ocean fish.

"There are a lot of implications for hatcheries in Gabe's work," says biology Professor Sue Lowery, who oversaw Buhr's research. "A large-scale approach to this idea would make a huge difference in the number of fish that can be released, and increase the potential to grow fish directly for the consumer market."

Buhr's coursework is finished, but other students are taking his findings in new directions. He proved that exercise increases muscle in white sea bass; now marine science graduate student Anita Cepuritis is investigating why and how such growth happens. Cepuritis is analyzing a blood protein called Insulin-like Growth Factor, which is common to fish and mammals, to see if it interacts with growth hormones to cause the muscle development that Buhr discovered.

"There's a lot of research on IGF, because scientists hope it might be used in humans to regenerate muscle or deliver medications to specific parts of the body," Cepuritis says. "My work is more biotechnology, but in any research there's a lot of crossover. Which is good, because it helps fill in the big picture."







**W**hen you hear the phrase “high school physics class,” what comes to mind? Pocket protectors, geek squads, lectures so boring that Ferris Bueller would need more than a day off?

Take a seat in Lisa Casey-O'Brien's class, and you'll likely change your mind. The 1995 graduate does for the obscure laws of physics what MTV did for the music video — she makes science fun, fast and furious for students in her five daily physics sections at Poway (Calif.) High School.

Casey-O'Brien uses humor-laden lectures and hands-on activities to convey esoteric theories. On a given day, students may shoot darts — soft-tipped, of course — out of crossbows to study velocity, or take

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Facing Page: Lisa Casey-O'Brien '95 uses a low-friction air track to show Newton's laws of motion. From Left: Taking aim at the scientific laws of velocity; students ride an elevator to discover how force affects weight; Professor Dan Sheehan inspired Casey-O'Brien to pursue teaching

*“Students will tell me they were so afraid to take physics because they heard it was boring or hard, but they say by the end of the year they learned a lot, and now they want to be an astronaut.”*

— Lisa Casey-O'Brien, instructor at Poway High School

a 30-story ride in an express elevator while standing on a bathroom scale to learn about the effects of force on mass.

“I usually get two reactions from the elevator experiment — ‘I almost threw up’ or ‘Wow, I really got something out of that,’ ” says Casey-O'Brien, in her seventh year as a physics teacher. “Most students are intimidated by physics, but by using jokes and hands-on experiments, I find they really take an interest.”

Casey-O'Brien's teaching technique is an amalgam of her experiences at USD, where she majored in biology and minored in physics. She borrows liberally from her mentor, physics Professor Dan Sheehan, whose unorthodox experiments brought physics to life.

“We'd drive a car down a street on campus, slam on the brakes and measure the skid marks,” Casey-O'Brien recalls. “I can't do that with high school students, of course.”

Sheehan prodded her to consider a career in physics, a field dominated by men. Casey-O'Brien says she had plenty of female role models in her biology classes — her intent was to attend medical school — yet no female physics teachers. After a positive experience as a math tutor, Casey-O'Brien opted for the less glamorous and less lucrative life of a high school science teacher.

“She is as smart as a whip and has great credentials, yet she decided to forgo advanced degrees and teach in high school, and I admire her for that,” says Sheehan. “Lisa devotes herself to her kids and tries new, innovative things. She represents the best of what USD has to offer — she chose to serve, rather than be served.”

Her devotion to teaching shows in the way she encourages her students to take chances. Casey-

O'Brien urged her advanced classes last year to enter four teams in USD's Walk on Water competition, in which students attempt to walk across the Sports Center pool with homemade flotation devices on their feet. Theories of buoyancy are not required in high school physics, but Casey-O'Brien tutored students in her spare time so they could take part in the competition.

“Not one of the teams made it across the pool,” she says, laughing at the memory of her soaked students. This year she plans to have her kids work with USD students on the project.

Casey-O'Brien's efforts make her a role model for the next generation of scientists. She helps her charges get into elite science universities such as Harvard, Massachusetts Institute of Technology and Harvey Mudd. Of course, she also sends some to USD.

While not every student displays the same burning passion for science she had as a teen-ager, Casey-O'Brien says the occasional spark is enough to keep her going.

“Students will tell me they were so afraid to take physics because they heard it was boring or hard, but they say by the end of the year they learned a lot, and now they want to be an astronaut,” she says. “I guess if I can spark their interest and get them to consider a career they hadn't considered before, then I've done my job.”



**J**ason Barksdale '02 is taking a short detour on his way to medical school. Heavily recruited by powerhouse universities like Harvard and Dartmouth, he's spending a year doing microbio-

logical research at a local biopharmaceutical firm, Sangart, Inc., before he begins training to become a pediatrician. Barksdale's unusual path might not have been possible without the synergy between USD and San Diego's biotechnology community. The principles emphasized in campus labs and classrooms — hands-on analysis and cross-disciplinary learning — are prized in an arena where versatility is essential for success.

"The number of labs at USD is probably the most of any university in San Diego," says Barksdale, whose experiments center on new blood transfusion products. "That has paid off for me in my work."

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*Facing Page: Future doctor Jason Barksdale '02 now works at Sangart, where products include an innovative test that detects the presence of HIV and Hepatitis in blood supplies. From Left: Biology Professor Lisa Baird brought students like Kathy Reed '02 into the research arena; USD science grads are among those searching for new drug treatments; Jeannie Aruda '98 experiments on pain treatments.*

*"Knowledge of standard business practices is very relevant for future biotech workers. They may enter the field at the bench, but they could end up in a business area like project management, marketing or sales."*

*— Sue Lowery, associate professor of biology*

Sangart is just one example of the many regional biotech firms that look to Alcalá Park for interns, new employees and faculty collaboration. Another is Gen-Probe, a San Diego firm that builds diagnostic products for clinical laboratories.

"Science education at USD has a solid reputation for excellence," says Henry Nordhoff, Gen-Probe's president and CEO, and a USD trustee. "I want to bring more students to intern with us, and have more of our scientists make presentations on campus."

Science faculty collaborate with many companies in the local biotech community, while researchers often come to campus to share their expertise. In one case, biology Professor Lisa Baird's close association to biotech firm HMV Associates — where her husband is a researcher — allows students to join the company's agricultural research, through which they isolate and study compounds that prevent disease in plants.

"Through faculty connections to industry people, we can set up internships and circulate resumes," says Deborah Tahmassebi, assistant professor of chemistry, who affiliates with the biotech world in her role as education chair for the American Chemical Society. "Employers are responding enthusiastically. Once they've hired one USD student, they tend to hire a lot more."

In 1999, Tahmassebi and student researchers worked on organic synthesis of compounds for the La Jolla Pharmaceutical Company, which is developing drugs to treat lupus. This summer, her students synthesized molecules for TargeGen, a biopharmaceutical company developing drugs to treat cancer, stroke and arthritis.

"Students get stipends for their work, and the experience is invaluable," Tahmassebi says. "They see that the lessons we teach are relevant — they understand why you really do need to keep a detailed lab notebook."

Jeannie Aruda '98 says her on-campus nuclear magnetic resonance experience landed her a job in pain management research at SIBIA, a local biotech firm. She continues the work for pharmaceutical giant Merck, which acquired SIBIA in 1999.

"Life in biotech is full of changes," Aruda says. "You have to be flexible, and USD taught me how to do that."

In response to burgeoning demand for skilled biotech workers who can translate their research to the marketplace, the university launched an innovative program that spans biotech's dual worlds of science and business — a new business minor specifically geared toward science majors.

"Knowledge of standard business practices is very relevant for future biotech workers," says Sue Lowery, associate professor of biology. "They may enter the field at the bench, but they could end up in a business area like project management, marketing or sales."

The university also partners with the regional biotechnology trade association, BIOCOM San Diego, to design science courses for biotech business administrators and executives who need to refresh themselves in science and business fundamentals.

In addition to the intellectual rigor of science courses, another USD tradition, incorporating ethics into the curriculum, is a definite asset for graduates working in biotechnology.

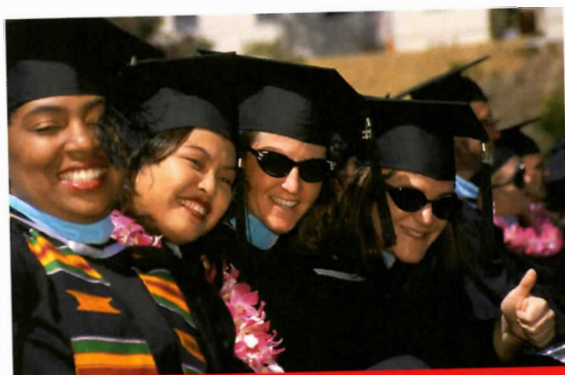
"USD showed me how to put science into a larger context," says Ken Yoshitomi '93, a research microbiologist with the Food and Drug Administration's Seafood Products Research Center in Washington state. "I'm doing applied research that has a direct impact on public health. To me, that's one of the most rewarding aspects of science — you see the fruits of your labor, and you know you have made a difference."



USDO President's Report 2002



Nearly 2,000 students walked across the stage during this year's commencement ceremonies, May 26 in the Jenny Craig Pavilion. The university gave out 1,201 undergraduate degrees, 420 law degrees and 335 master's and doctoral degrees.



Nearly 2,000 students received degrees during commencement ceremonies, held in the Jenny Craig Pavilion for the second year.

## July — September

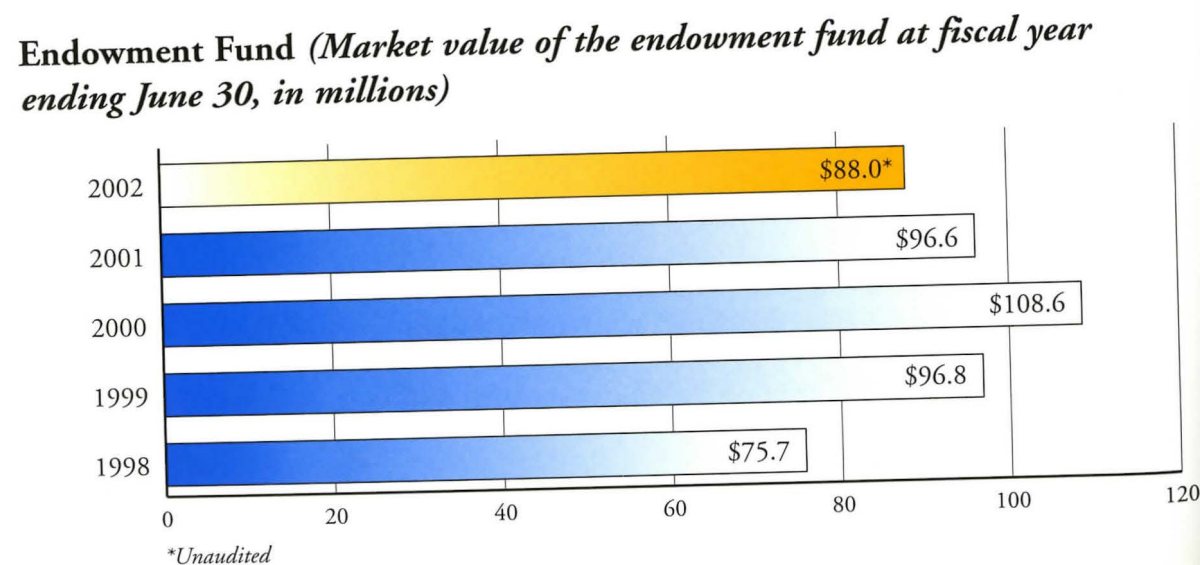
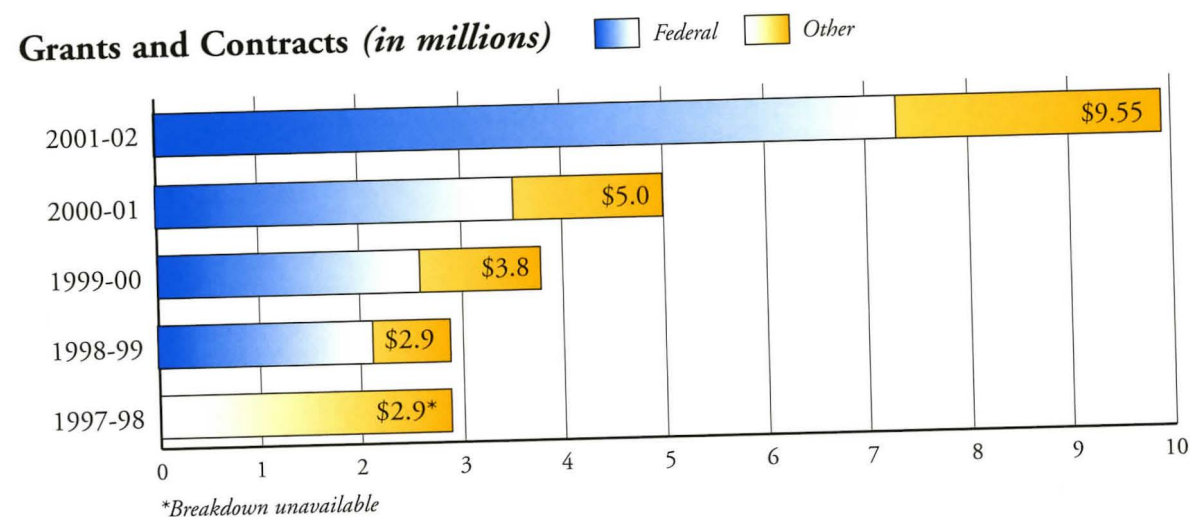
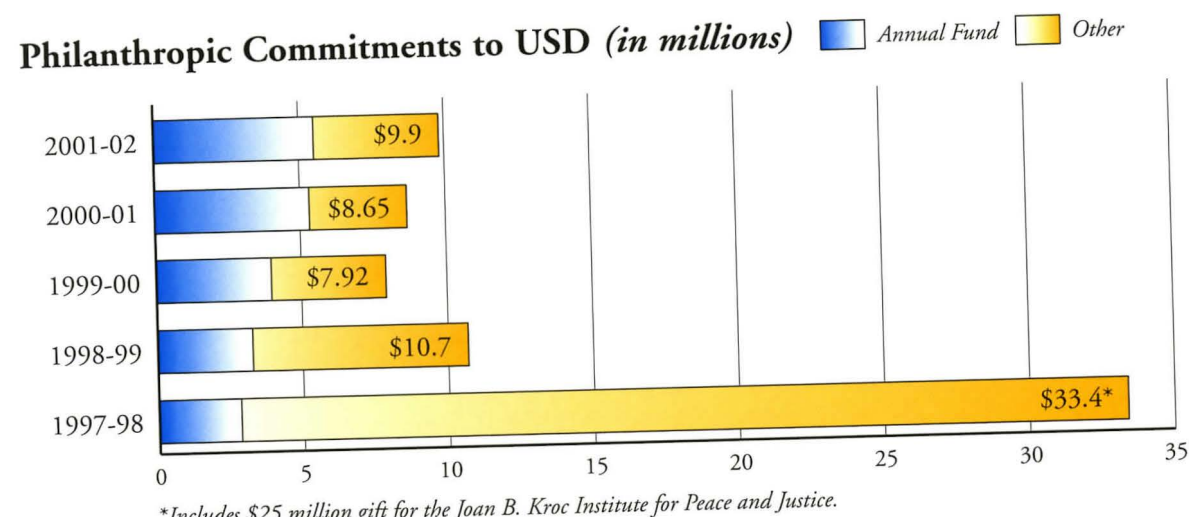
Ten Italian works from the Timken Museum of Art at Balboa Park were housed in Founders Gallery and the Fine Arts Gallery in the Joan B. Kroc Institute for Peace and Justice through November, so the public could continue viewing them while the museum was renovated.



*Veronese's "Madonna and Child with St. Elizabeth, the Infant St. John the Baptist and St. Justina" is one of 10 Italian works from the Timken art collection displayed in Founders Gallery this year.*

USD parents, students and alumni came together Dec. 7 at Founders Chapel to celebrate the annual Alumni Mass, which included presentation of the Bishop Charles Francis Buddy Award, given annually to an alumnus or alumna in recognition of contributions to humanitarian causes.

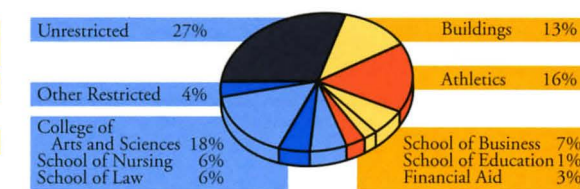




**Sources of All Cash Giving, 2001-2002**



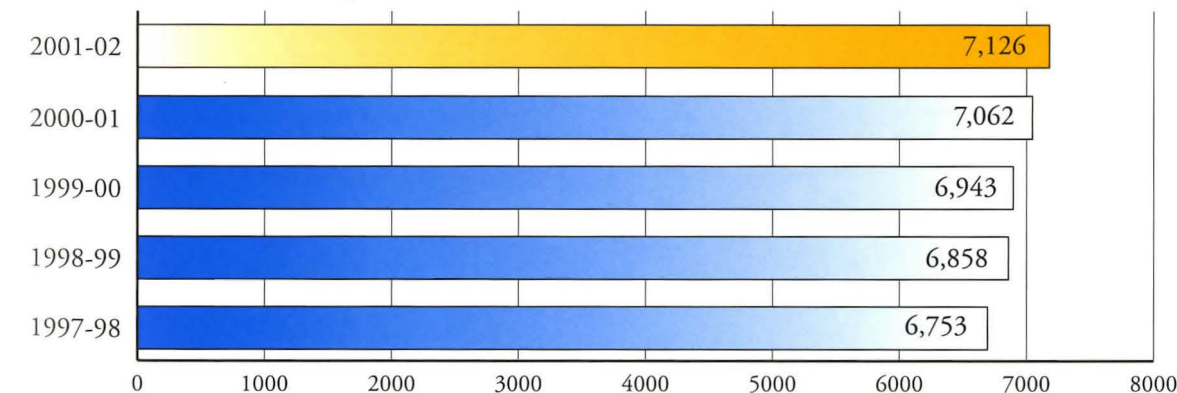
**Designation of All Cash Giving, 2001-2002**



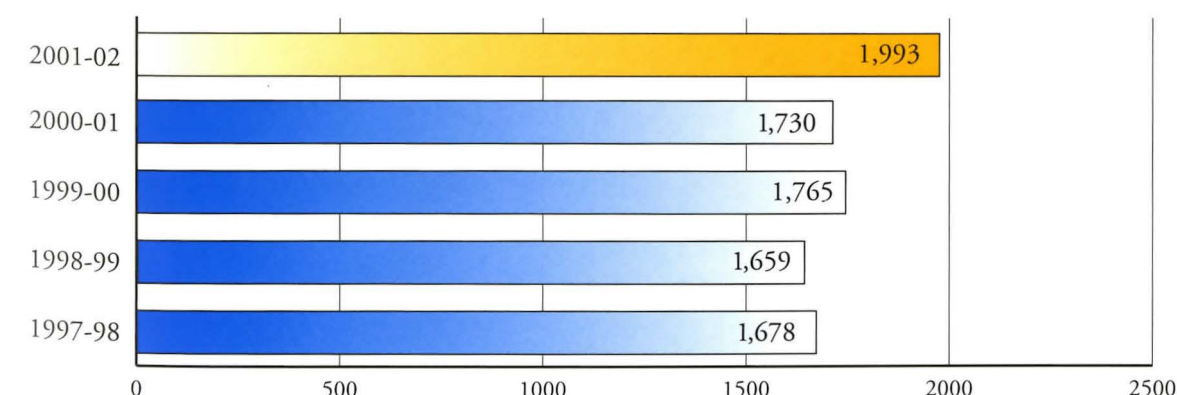
**Financial Aid Awarded (millions of dollars/number of students)**



**Enrollment (based on fall semester)**



**Degrees Awarded**





Statement of activities by combined net asset categories for the fiscal year ending June 30, 2002 (unaudited).

Tuition and fees	\$152,000,000
Federal grants and contracts	9,700,000
Contributions	10,000,000
Investment income, net	(8,200,000)
Sales and services of auxiliary enterprises	27,700,000
Athletics, recreation and other	2,200,000

**\$193,400,000**

Educational and program expenses	\$135,700,000
Auxiliary enterprise expenditures	26,900,000
Management and general expenses	32,200,000

**\$194,800,000**

Unrestricted net assets	\$17,200,000
Temporarily restricted net assets	(19,500,000)
Permanently restricted net assets	900,000

**\$(1,400,000)**

Revenue Source	Percentage
Tuition and Fees	79%
Sales and Services of Auxiliary Enterprises	14%
Contributions	5%
Grants and Contracts	5%
Athletics, Recreation and Other	1%

Statement of activities by combined net asset categories for the fiscal year ending June 30, 2001.

Tuition and fees	\$139,600,000
Federal grants and contracts	5,100,000
Contributions	10,000,000
Investment losses, net	(8,500,000)
Sales and services of auxiliary enterprises	26,300,000
Athletics, recreation and other	2,000,000

**\$174,500,000**

Educational and program expenses	\$116,000,000
Auxiliary enterprise expenditures	23,200,000
Management and general expenses	30,700,000

**\$169,900,000**

Unrestricted net assets	\$33,000,000
Temporarily restricted net assets	(30,300,000)
Permanently restricted net assets	1,900,000

**\$4,600,000**

Revenue Source	Percentage
Tuition and Fees	75%
Sales and Services of Auxiliary Enterprises	15%
Contributions	6%
Grants and Contracts	3%
Athletics, Recreation and Other	1%

*The President's Report lists the names of donors who made gifts of more than \$1,000 to the University of San Diego between July 1, 2001, and June 30, 2002, and lifetime donors of \$100,000 and above. Every effort has been made to present a correct listing of donors. If there is an error in the listing of your name or if you were a donor during this timeframe and are not listed, please accept our sincere apologies. Please call the Office of Development at (619) 260-4820 or send us the correct information in the enclosed envelope.*

## PRESIDENTIAL HONORS

*Inaugurated at the 1998 President's Dinner, Presidential Honors are awarded at the discretion of the president. Recipients are recognized for their significant philanthropic gifts and their long-term involvement with the university.*

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